ACTFL Proficiency Level: Novice Mid - Novice High Student Grade Level: \_\_7\_\_\_\_

Unit Theme: Por la ciudad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daily Lesson Plan: Los grupos culturales antes de los romanos\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

Essential Question: How have the different occupying cultures influenced the formation of cities in Spain?

Enduring Understanding: Societies are influenced by other cultures in a multitude of ways. Through the introduction of other languages, religions, economics, and arts, nations adapt, evolve, and expand in many ways.

Instructor: Joann Gavigan\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LESSON OBJECTIVES

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| **C**ommunication/ Language Functions | **C**ulture/ **C**ommunity | Cross-content / Multiple Intelligences **C**onnections | In the **TARGET LANGUAGE** students will be able to: |
| 7.1.NM.B.4  7.1.NH.A.6  7.1.NM.C.1  7.1.NH.A.1 | Product(s):  Pre- Romance cultures -  ceramics  metalworking  agriculture  animals  Practice(s):  Perspective(s): | Social Studies  Geography  Fine Arts  Interpersonal  Intrapersonal | 1. respond to simple questions about Pre-Romance groups in Iberian Peninsula.  2. identify location in Iberian Peninsula, time period, and main products from culturally authentic reading.  3. use basic information at the word and memorized phrase level to create a PowerPoint slide to share with class.  4. recognize words and phrases and infer meaning of highly contextualized unfamiliar words in Spanish website. |
| Assessment: group powerpoint slide | | | |

SEQUENCE OF INSTRUCTIONAL ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interpretive | | Interpersonal | | Presentational | | Description of Activity |
| **aural** | **visual / written** | **aural / oral** | **visual / written** | **oral** | **visual / written** |  |
|  |  |  |  |  |  | **DAY 1** |
| **DO NOW:** ¿Qué culturas ocuparon la península en el pasado? |
|  |  | 7.1.NM.B.4 |  |  |  | 1. Share students' brainstorm list and then continue PowerPoint, presenting Pre-Romance groups that lived in the Iberian Peninsula.  carpetanos / íberos / celtas / celtíberos / astures / cántabros / tartessos / lusitanos / vascones / cartegineses / griegos |
|  |  |  |  |  |  | 2. Create 8 groups (2-3 students per group). Assign each group a Pre-Romance culture -  íberos / celtas / celtíberos / astures / cántabros / tartessos / lusitanos / vascos |
|  |  |  |  |  |  | 3. Students will work in groups to research and create a PowerPoint slide. Hand out notes organizer. Present example of slide on **carpetanos,** having students complete line 1 of organizer. |
| 7.1.NH.A.6 |  |  |  |  |  | 4. Students need to include location / time period / products. Pictures may be included to enhance the slide. A written bibliography is required. Students will be graded as a group.  They may use es.wikipedia.org, website: *Cultura Clásica-la Hispania Romana*, and any other Spanish site. Laptops available for groups to use in class. |
|  |  |  |  |  |  | **CLOSURE:** Where are you in the research? |
|  |  |  |  |  |  | **HOMEWORK:** Continue research - tomorrow time to create powerpoint. |
|  |  |  |  |  |  | **DAY 2** |
| **DO NOW:** Using vocabulary list, fold over Spanish and try to write words in Spanish. |
|  |  |  |  |  | 7.1.NM.C.1 | 4. Students will continue to work in groups to create a PowerPoint slide. Students need to include location / time period / products. Once finished, PowerPoint will be saved in class file on server, to be combined into one presentation.  Each group will present over the course of the unit (one/day) at the beginning of class. |
| 7.1.NH.A.1 |  |  |  |  |  | 5. If students finish before end of class, they may explore the website *Cultura Clásica - Obras públicas y urbanismo*. Create a list of important words that identify buildings in Roman cities. This will be used in a later class. |
|  |  |  |  |  |  | **CLOSURE:** FEEDBACK - What did you learn from the cooperative group? What would you change? Write on post it and place on poster. |
|  |  |  |  |  |  | **HOMEWORK:** Study vocabulary list - quick quiz tomorrow. |

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| VOCABULARY AND GRAMMATICAL STRUCTURES | |
| RECEPTIVE (what the students will hear/see) | EXPRESSIVE (what the students will produce) |
| ¿Qué grupos viven en la península antes de los romanos?  carpetanos / íberos / celtas / celtíberos / astures / cántabros / tartessos / lusitanos / vascones / cartegineses / griegos | Viven en \_\_\_\_\_. A.c. / D.c.  carpetanos / íberos / celtas / celtíberos / astures / cántabros / tartessos / lusitanos / vascones / cartegineses / griegos  productos - animales / agricultura / metales / oro / plata / cobre / bronce / hierro  la península / las islas / la ciudad / el país / el continente / el río / el lago / el mar / el océano / las montañas / la sierra / la cordillera  (el) norte / sur / este / oeste / nordeste / sudeste / noroeste / sudoeste |

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| MATERIALS NEEDED | |
| BY THE INSTRUCTOR | BY THE STUDENT |
| PowerPoint presentation  proxima  laptops  rubric  group cards  notes organizer |  |

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| Adaptations For Special Needs:  1. IEP: teacher placement on group / assigned specific task |

REFERENCES

La Hispania Romana. *Cultura Clásica*. (August 8, 2010). http://recursos.cnice.mec.es/latingriego/Palladium/cclasica/esc339ca1.php

Los carpetanos II. *Liceus* . (August 8, 2010) http://www.liceus.com/cgi- bin/ac/pu/carp2.asp

Obras públicas y urbanismo. *Cultura Clásica*. (August 8, 2010). http://recursos.cnice.mec.es/latingriego/Palladium/cclasica/esc336ca1.php

**los grupos culturales antes de los romanos español 7**

Nombre y apellido \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase \_\_\_\_\_ Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **GRUPO CULTURAL** | **LOCACIÓN** | **ÉPOCA** | **PRODUCTOS** |
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